

Content Area: Social Studies**Standard: 3. Economics****Prepared Graduates:**

- Acquire the knowledge and economic reasoning skills to make sound financial decisions (PFL)

Grade Level Expectation: Seventh Grade**Concepts and skills students master:**

2. The distribution of resources influences economic production and individual choices (Economics and PFL)

Evidence Outcomes**Students can:**

- a. Give examples that illustrate connections between resources and manufacturing
- b. Identify patterns of trade between places based on distribution of resources
- c. Compare and contrast the relative value and different uses of several types of resources
- d. Use supply and demand analysis to explain how prices allocate scarce goods in a market economy
- e. Define resources from an economic and personal finance perspective
- f. Explain the role of taxes in economic production and distribution of resources (PFL)
- g. Define the various types of taxes students will pay as adults (PFL)
- h. Demonstrate the impact of taxes on individual income and spending (PFL)

21st Century Skills and Readiness Competencies**Inquiry Questions:**

1. How is it advantageous and disadvantageous when a country has valuable resources located within its borders?
2. How does a country acquire resources it does not have?
3. How does the availability or the lack of resources influence production and distribution?
4. What would countries look like without taxes?

Relevance and Application:

1. Various factors that influence production, including resources, supply and demand, and price (PFL), affect individual consumer choices over time.
2. Technology is used to explore relationships of economic factors and issues related to individual consumers.
3. Analysis of the distribution and location of resources helps businesses to determine business practices such as large companies locating near transportation.

Nature of Economics:

1. Economic thinkers analyze factors impacting production, distribution, and consumption.
2. Economic thinkers gather data regarding trends in production, use of resources, and consumer choices.
3. Financially responsible individuals understand the purposes of and responsibility to pay various taxes such as property, income and sales.

Content Area: Social Studies
Standard: 4. Civics

Prepared Graduates:

- Analyze origins, structure, and functions of governments and their impacts on societies and citizens

Grade Level Expectation: Seventh Grade

Concepts and skills students master:

1. Compare how various nations define the rights, responsibilities, and roles of citizens

Evidence Outcomes

Students can:

- a. Compare the definition of citizen in various governments
- b. List the responsibilities of citizens in various governments
- c. Define the roles of citizens in various governments
- d. Give national and international examples of ethics and quality in government policies and practices
- e. Give examples illustrating how various governments and citizens interact and analyze how these interactions have changed over time

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What are fundamental human rights?
2. How can the definition of citizen change?
3. What is the purpose of government?
4. What roles of citizens are the most important?

Relevance and Application:

1. The comparison of how different nations define the rights, responsibilities and roles of their citizens helps to understand the actions and reactions of various nations and their citizens to current events. For example, groups in France and Italy freely demonstrate while demonstrations in China are less frequent.

Nature of Civics:

1. Responsible community members exercise their rights, responsibilities, and roles.
2. Responsible community members understand that rights, responsibilities, and roles of citizens are different over time and in various nations.

Content Area: Social Studies**Standard: 4. Civics****Prepared Graduates:**

- Analyze and practice rights, roles, and responsibilities of citizens

Grade Level Expectation: Seventh Grade**Concepts and skills students master:**

2. Different forms of government and international organizations and their influence in the world community

Evidence Outcomes**Students can:**

- a. Compare different forms of government in the world and how they derive their authority
- b. Evaluate how various nations interact, resolve their differences, and cooperate
- c. Analyze conflicts among nations including causes and consequences
- d. Describe common interests and evaluate examples of global collaboration
- e. Use criteria that identify the attributes of a good government and apply to specific examples

21st Century Skills and Readiness Competencies**Inquiry Questions:**

1. How do international laws and organizations help encourage ethical governmental practices?
2. How do the aggressive actions of a nation influence other nations and international organizations?
3. What leads to cooperation, competition, or aggression between and among nations?
4. Why do governments form alliances and join international organizations?

Relevance and Application:

1. The use of technology to research how various countries, their governments, and nongovernmental organizations work collaboratively to solve issues allows global participation in advocacy for beliefs. For example, scientists from different nations work together to help solve the global warming issues and charitable organizations send aid to areas of need.
2. International organizations influence the world community to contribute or protect beliefs and interests. For example, the European Union was created for economic reasons, and the International Committee of the Red Cross was created to support people in crisis.

Nature of Civics:

1. Responsible community members know the components of various systems of government.
2. Responsible community members develop criteria to apply standards of ethics and quality in evaluating the effectiveness of government.
3. Responsible community members understand the connections and complexities of interactions among nations.

Content Area: Social Studies**Standard: 2. Geography****Prepared Graduates:**

- Examine places and regions and the connections among them

Grade Level Expectation: Seventh Grade**Concepts and skills students master:****2. Regions have different issues and perspectives****Evidence Outcomes****Students can:**

- a. Classify data to construct thematic maps and make inferences
- b. Analyze and interpret data using geographic tools and create maps
- c. Construct maps using fundamental principles to identify key information and analyze regional issues and perspectives in the Eastern Hemisphere
- d. Explain how the physical environment of a place influences its economy, culture, and trade patterns

21st Century Skills and Readiness Competencies**Inquiry Questions:**

1. Why do geographers use a variety of maps to represent the world?
2. How can a location be in different regions at the same time?
3. How do regional issues affect larger areas?
4. Do regions with similar issues around the world have similar geographic characteristics?

Relevance and Application:

1. Individuals and businesses understand the characteristics of a region and its needs. For example, a snowmobile business should not be located in the South and restaurants reflect regional tastes in foods.
2. Regional access to resources affects individual perceptions, what they value, and how they react. For example, water consumption may be based on availability.

Nature of Geography:

1. Spatial thinkers study cultural groups in order to explain how they view a region.
2. Spatial thinkers evaluate the use of resources in a region to predict and propose future uses.
3. Spatial thinkers study the various definitions of regions.

Content Area: Social Studies
Standard: 2. Geography

Prepared Graduates:

- Develop spatial understanding, perspectives, and personal connections to the world

Grade Level Expectation: Seventh Grade

Concepts and skills students master:

1. Use geographic tools to gather data and make geographic inferences and predictions

Evidence Outcomes

Students can:

- a. Interpret maps and other geographic tools to find patterns in human and physical systems
- b. Describe the characteristics and distribution of physical systems, cultural patterns and economic interdependence to make predictions. Topics to include but not limited to environmental issues and cultural diffusion
- c. Collect and analyze data to make geographic inferences and predictions regarding the Eastern Hemisphere
- d. Ask and answer questions after examining geographic sources

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How would the world be different if we had no maps?
2. How could geographic data be used for both positive and negative results?
3. Why do so many maps of the world put North America in the center?

Relevance and Application:

1. Geographic tools and the data they represent help businesses make decisions regarding location such as the best location for a business or the next Olympics.
2. Geography and technology enable the ability to make predictions about such topics as population expansion and need for services.

Nature of Geography:

1. Spatial thinkers use geographic tools to discover and investigate geographic patterns.
2. Spatial thinkers use knowledge about the environment to study its influence on individuals and groups.

Content Area: Social Studies**Standard: 3. Economics****Prepared Graduates:**

- Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy

Grade Level Expectation: Seventh Grade**Concepts and skills students master:**

1. Supply and demand influence price and profit in a market economy

Evidence Outcomes**Students can:**

- a. Define supply and demand
- b. Identify factors that cause changes in supply and demand
- c. Define and identify factors that impact price
- d. Identify examples to illustrate that consumers ultimately determine what is produced in a market economy
- e. Explain the function of profit in a market economy
- f. Demonstrate how supply and demand determine equilibrium price and quantity

21st Century Skills and Readiness Competencies**Inquiry Questions:**

1. How do consumers determine what is produced?
2. What happens if a good or service is overpriced?
3. When goods and services are scarce what might happen to price? Why?
4. What happens to price when resources become more plentiful?

Relevance and Application:

1. The principle of supply and demand is used to succeed in business.
2. Technology is used as a tool to support global trade in a market economy. For example, bar coding allows companies to keep close track of inventory and sales projections are used to make predictions regarding production.
3. Individual choices affect supply and demand.
4. Natural disasters, politics, financial issues, and trade affect supply and demand.

Nature of Economics:

1. Economic thinkers study the effects of local and global supply and demand on the local economy.
2. Economic thinkers study the relationship between local consumers and local and global producers.
3. Economic thinkers investigate consequences and trends related to global trade.